



# JAPANESE LANGUAGE AND CULTURE NINE-YEAR PROGRAM (GRADE 4 TO GRADE 12)

The Japanese Language and Culture Nine-Year Program (Grade 4 to Grade 12) is intended for students who are beginning their study of Japanese language and culture in Grade 4.

## INTRODUCTION

Japanese, spoken by over 125 million people in the world, is one of the world's 10 principal languages; and Japan, with its long and evolving cultural history, is the repository of a wealth of tradition in the arts, history, religion, sports and other cultural areas. Japan is a leader in many fields, including science, technology and medicine; it plays an important role as a world economic leader; and its culture continues to have significant impact far beyond its borders.

Interactions and partnerships between Alberta and Japan have a long history of importance in many aspects of Alberta's economy. Alberta's ties with Japan continue to be very strong. Japan is one of Alberta's top trading partners, and Alberta is a popular destination for Japanese tourists.


Partnerships with Japan are also very important in the education of Alberta's students. A large number of Alberta's students and schools are involved in exchanges and twinning programs with Japan, which enhance their language and cultural learning. The success of these programs have made important contributions to enhancing the language skills and cultural/intercultural development of Alberta's students.

There is significant evidence to suggest that learning another language contributes to the development of increased grammatical abilities in the first language and enhances cognitive functioning. Learning another language increases the ability to conceptualize and to think abstractly, and it fosters more cognitive flexibility, greater divergent thinking, creativity and metalinguistic competence.

The study of Japanese greatly contributes to the potential of students to achieve success in their futures. For students who have no prior connection to the Japanese language and culture, this program of studies offers an opportunity to learn about and build bridges with a unique and influential culture. For students who already have some knowledge of Japanese, there is the opportunity to maintain and develop literacy in the language. For students with a family connection to the culture there is the opportunity to renew contact with their heritage language and culture.

To learn Japanese as an additional language is to embark on a profound experience of cross-cultural exploration. This program of studies promotes intercultural communication and intercultural understanding, through students' learning about a culture that may be distinctly different from their own. Students find learning Japanese to be

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challenging yet the opportunity to explore contemporary elements of Japanese culture, including samurai and cutting edge technology.

The ability to speak Japanese gives students a competitive edge in today's global marketplace and workplace. It improves the potential for career opportunities in Canada, Japan and other parts of the world in a variety of fields, such as marketing, tourism, teaching and information technology. Learning Japanese also provides students with the opportunity to meet the entrance requirements of many post-secondary institutions in Alberta and across Canada, and it provides students with the foundation that will allow them to consider opportunities for further studies in Japan.

## ASSUMPTIONS

The following statements are assumptions that have guided the development process of the Japanese Language and Culture Nine-Year Program (Grade 4 to Grade 12):

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning Japanese leads to enhanced learning in both the student's primary language and in related areas of cognitive development and knowledge acquisition.

## THE CONCEPTUAL MODEL

The aim of the Japanese Language and Culture Nine-Year Program (Grade 4 to Grade 12) is the development of communicative competence in Japanese.

For the purposes of this program of studies, communicative competence is represented by four interrelated and interdependent components.

**Applications** deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

**Language Competence** addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.

**Global Citizenship** aims to develop intercultural competence, with a particular focus on Japanese culture.

**Strategies** help students learn and communicate more effectively and more efficiently.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

## Modes of Communication

Because of the focus on using language to communicate in specific contexts, with a particular purpose or task in mind, three modes of communication are used to organize some of the specific outcomes.

**Interaction** is most often direct, face-to-face oral communication, but it can take the form of written communication between individuals, using such a medium as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to negotiate meaning actively; that is, making others understand and working to understand others. Interactive communication generally requires quicker processing but less accuracy than the other two modes.



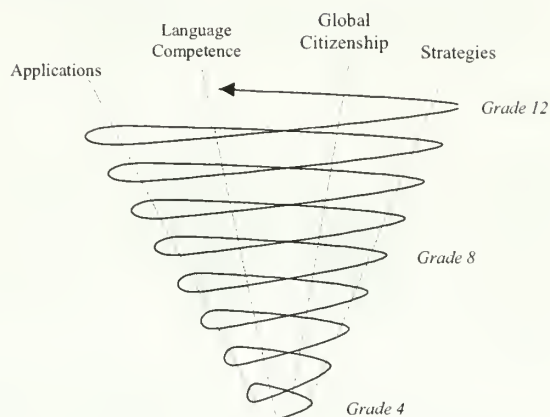
**Interpretation** is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or making the meaning clearer in other ways. Reading and listening will sometimes involve viewing and interpreting visual elements, such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the speaker or author.

**Production** is communication of oral and written messages in contexts where the audience is not in personal contact with the speaker or writer, or in situations of one-to-many communication; e.g., a lecture or a performance where there is no opportunity for the listener to interact with the speaker. Oral and written presentations will sometimes be enhanced by representing the meaning visually, using pictures, diagrams, models, drama techniques or other nonverbal forms of communication. Greater knowledge of the language and culture is required to ensure that communication is successful, since the participants cannot directly negotiate meaning.

### A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency), but also horizontal (e.g., broader range of applications and experience with more text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular lexical fields, learning strategies or language functions, for example, are revisited at different points in the program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is

extended, reinforced and broadened with each successive pass.



## ORGANIZATION OF THE PROGRAM OF STUDIES

### General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the Japanese Language and Culture Nine-Year Program (Grade 4 to Grade 12) and are based on the conceptual model outlined on the preceding pages.

#### Applications [A]

- Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

#### Language Competence [LC]

- Students will use Japanese **effectively** and **competently**.

#### Global Citizenship [GC]

- Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

#### Strategies [S]

- Students will know and use strategies to maximize the **effectiveness** of learning and communication.

The order in which the general outcomes are presented in the program of studies does not represent a sequential order, nor does it indicate the relative importance of each component.

## **Specific Outcomes**

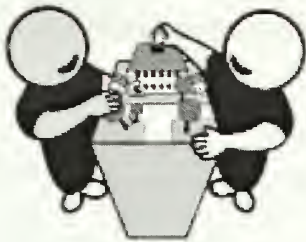
Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt with in an integrated manner.

The specific outcomes are categorized under cluster headings that show the scope of each of the four general outcomes. These headings are shown as bullets in the table on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular grade will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

# General Outcomes

## Applications



Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

- to impart and receive information
- to express feelings and personal perspectives
- to get things done
- to form, maintain and change interpersonal relationships
- to extend their knowledge of the world
- for imaginative purposes and personal enjoyment

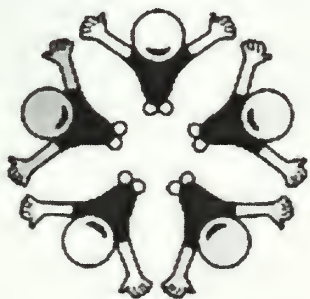
## Language Competence



Students will use Japanese **effectively** and **competently**.

- attend to form
- interpret texts
- produce texts
- interact
- apply knowledge of the sociolinguistic/ sociocultural context
- apply knowledge of how discourse is organized, structured and sequenced

## Global Citizenship



Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

- historical and contemporary elements of Japanese culture
- affirming diversity
- personal growth and future opportunities

## Strategies



Students will know and use strategies to maximize the **effectiveness** of learning and communication.

- language learning
- language use
- general learning

# Guide to Reading the Program of Studies

## General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

cluster heading  
for specific  
outcomes

### LC-3 produce texts

#### Grade 4

#### Grade 5

#### Grade 6

*Students will be able to:*

<b>LC-3.1</b> speaking	a. produce simple words and phrases in guided situations	a. produce short, simple sentences in guided situations	a. produce simple sentences in guided situations
	a. copy simple words and phrases in guided situations	a. produce short, simple sentences in guided situations	a. produce simple sentences in guided situations
	a. use visuals and other forms of nonverbal communication to express meaning in guided situations	a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations	a. express meaning through the use of visual and other elements in a variety of media, in guided situations

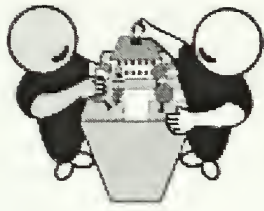
read each page vertically for the outcomes  
expected at the end of each grade

strand headings for specific  
outcomes

specific outcome statements for each grade

read each page horizontally for the developmental flow of  
outcomes from grade to grade





# Applications

to express feelings and  
personal perspectives

to impart and  
receive information

to get things done

**Students will use Japanese in a variety of  
situations and for a variety of purposes.**

to form, maintain and change  
interpersonal relationships

for imaginative purposes  
and personal enjoyment

to extend their  
knowledge of the world

## APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands that show the developmental flow of learning from grade to grade. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function; e.g., share factual information. Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways. As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled “manage group actions” has been included to ensure that students acquire the language necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading “to extend their knowledge of the world” will accommodate a content-based approach to language learning where students learn content from another subject area as they learn Japanese.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each grade. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.

**General Outcome for Applications**

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

**A-1 to impart and receive information****Grade 4****Grade 5****Grade 6**

*Students will be able to:*

A-1.1 share factual information	a. share basic information; e.g., their name, their age	a. ask for and provide information	a. describe people, places, things and series or sequences of events or actions
	b. identify concrete people, places, things	b. respond to simple, predictable questions	
		c. describe people, places, things	

**A-2 to express feelings and personal perspectives**

*Students will be able to:*

A-2.1 share ideas, thoughts, feelings, opinions, preferences	a. express simple preferences	a. identify favourite people, places or things	a. inquire about and express likes and dislikes
	b. express a personal response	b. express a personal response to a variety of situations	b. record and share thoughts and ideas with others; e.g., keep a journal
	c. respond to and express basic feelings	c. express and respond to basic feelings	

**General Outcome for Applications**

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

**A-1 to impart and receive information****Grade 7****Grade 8****Grade 9**

*Students will be able to:*

A-1.1 share factual information	a. provide information on several aspects of a topic; e.g., give a simple report	a. provide information using definitions, comparisons and examples	a. share facts about events that took place in the past or that may take place in the future

**A-2 to express feelings and personal perspectives**

*Students will be able to:*

A-2.1 share ideas, thoughts, feelings, opinions, preferences	a. inquire about and express agreement and disagreement, approval and disapproval	a. inquire about and express interest or lack of interest, satisfaction and dissatisfaction	a. inquire about and express probability and certainty
	b. inquire about and express feelings appropriately in a variety of familiar contexts	b. express feelings in a variety of formal situations	b. express opinions c. express feelings in informal situations



**General Outcome for Applications**

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

**A-1 to impart and receive information****Grade 10****Grade 11****Grade 12**

*Students will be able to:*

A-1.1 share factual information	a. share detailed information on a specific topic; e.g., a report or biography	a. ask and answer questions about an informative text read or heard	a. explain factual information for a variety of audiences

**A-2 to express feelings and personal perspectives**

*Students will be able to:*

A-2.1 share ideas, thoughts, feelings, opinions, preferences	a. express and support their own opinions	a. express and explain preferences	a. exchange and compare opinions in a variety of situations
	b. express feelings appropriately in formal and informal situations	b. explore the expression of more complex feelings in a variety of situations	b. analyze and discuss the expression of feelings in a variety of media

**General Outcome for Applications**

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done****Grade 4****Grade 5****Grade 6**

*Students will be able to:*

A-3.1 guide actions of others	a. indicate basic needs and wants	a. suggest a course of action and respond to a suggestion	a. encourage or discourage others from a course of action
	b. give and respond to simple oral instructions or commands	b. make and respond to a variety of simple requests	b. give and follow a simple sequence of instructions
A-3.2 state personal actions	a. respond to offers and instructions	a. indicate a simple choice from among options	a. make an offer and an invitation, and respond to offers and invitations made by others
		b. express a wish or a desire to do something	b. inquire about and express ability and inability to do something
A-3.3 manage group actions	a. manage turn taking	a. ask for help or clarification of what is being said or done in the group	a. encourage other group members to participate
	b. encourage other group members to act appropriately		b. assume a variety of roles and responsibilities as group members
			c. check for agreement and understanding

**A-4 to form, maintain and change interpersonal relationships**

*Students will be able to:*

A-4.1 manage personal relationships	a. exchange greetings and farewells	a. talk about themselves, and respond to the talk of others by showing attention or interest	a. initiate relationships
	b. address a new acquaintance, and introduce themselves	b. express and respond to gratitude	b. use appropriate ways to make and break social engagements
	c. exchange some basic personal information	c. apologize and respond to apology	c. refuse politely; e.g., avoid the direct use of <i>lie</i>
	d. make an apology		
	e. gain another's attention		
	f. express gratitude		

**General Outcome for Applications**

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done****Grade 7****Grade 8****Grade 9**

*Students will be able to:*

<b>A-3.1</b> guide actions of others	a. make and respond to suggestions in a variety of situations b. give and follow a simple sequence of instructions in a variety of situations	a. give and respond to advice	a. make and respond to suggestions or requests in formal situations; e.g., in a public library, post office
<b>A-3.2</b> state personal actions	a. state personal actions in the past, present or future b. make an offer to do something	a. make a promise and express intention in a variety of situations	a. accept or decline an offer or invitation, with explanations
<b>A-3.3</b> manage group actions	a. express disagreement in an appropriate way	a. express appreciation, enthusiasm, support and respect for contributions of others	a. negotiate in a simple way with peers in a small group

**A-4 to form, maintain and change interpersonal relationships**

*Students will be able to:*

<b>A-4.1</b> manage personal relationships	a. initiate and participate in casual exchanges with classmates b. exchange greetings and farewells in formal situations c. give simple excuses	a. use routine means of interpersonal communications; e.g., telephone calls, personal notes, e-mail messages b. take leave politely	a. give and respond to compliments b. offer and respond to congratulations
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**General Outcome for Applications**

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done****Grade 10****Grade 11****Grade 12**

*Students will be able to:*

A-3.1 guide actions of others	a. give and respond to warnings	a. give and follow a complex sequence of instructions b. express concerns	a. persuade others
	a. express possibility in relation to their own actions	a. express personal expectations, hopes, plans, goals, aspirations	a. speculate on and predict their own future actions
	a. take on a leadership role in small-group projects	a. contribute to the assessment of group activities by providing constructive feedback to group members	a. contribute to group activities by clarifying task goals, negotiating roles and suggesting procedures

**A-4 to form, maintain and change interpersonal relationships**

*Students will be able to:*

A-4.1 manage personal relationships	a. express sympathy and regret	a. make suggestions to handle a conflict situation	a. initiate and participate in simple social exchanges in formal situations
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**General Outcome for Applications**

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world****Grade 4****Grade 5****Grade 6**

*Students will be able to:*

<b>A-5.1</b> discover and explore	a. explore the immediate environment in a variety of ways	a. make and talk about personal observations	a. explore alternative classification systems and criteria for categories b. discover relationships and patterns
	a. gather simple information b. organize items in different ways	a. sequence items in different ways b. record and share personal knowledge of a topic	a. compare and contrast items in simple ways b. compose questions to guide research c. identify sources of information d. record observations
<b>A-5.3</b> solve problems	a. participate in problem-solving situations; e.g., role-play classroom situations	a. identify a problem, and offer or search for solutions b. choose between alternative solutions	a. identify and describe a problem b. understand and use the steps in the problem-solving process
<b>A-5.4</b> explore opinions and values	a. listen attentively to the opinions expressed b. respond sensitively to the ideas and works of others	a. make connections between behaviour and values; e.g., in texts or role-play b. recognize and respect differences of opinion	a. express their views on a variety of topics within their direct experience b. gather opinions on a topic within their direct experience; e.g., conduct an opinion poll among classmates or members of the community

**General Outcome for Applications**

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world**

	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9</b>
	<i>Students will be able to:</i>		
<b>A-5.1</b> discover and explore	a. ask questions to gain knowledge and clarify understanding	a. explore meaning in a variety of ways: e.g., drawing a concept map, brainstorming, webbing	a. explore and express the meaning of what they are doing
<b>A-5.2</b> gather and organize information	a. gather information from a variety of resources; e.g., print, human, multimedia	a. organize and manipulate information; e.g., transform information from texts into other forms, such as tables, diagrams, story maps, flow charts	a. gather information, using a prepared format; e.g., interview people, using prepared questions
<b>A-5.3</b> solve problems	a. describe and examine a problem b. propose solutions	a. generate and evaluate alternative solutions to problems	a. use information collected from various sources to solve problems
<b>A-5.4</b> explore opinions and values	a. explore how values influence behaviour; e.g., describe characters and their motivations in a story	a. provide reasons for their opinions	a. distinguish fact from opinion

**General Outcome for Applications**

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world****Grade 10****Grade 11****Grade 12**

*Students will be able to:*

<b>A-5.1</b> discover and explore	a. explore connections and gain new insights into familiar topics; e.g., brainstorming, interviewing, surveys, KWL strategy	a. explore presented ideas in a variety of ways; e.g., informal discussions or personal writing	a. compare their own insights and understanding with those of their classmates
<b>A-5.2</b> gather and organize information	a. identify key ideas and summarize b. retell in their own words	a. synthesize information from several sources b. evaluate the usefulness of sources	a. organize information to demonstrate relationships of logic
<b>A-5.3</b> solve problems	a. participate in problem-solving processes, and evaluate the effectiveness of problem-solving processes used	a. apply problem-solving skills acquired in one situation to other situations	a. apply problem-solving skills to the resolution of real-life problems
<b>A-5.4</b> explore opinions and values	a. understand the concept of stereotype, and recognize stereotyping in a variety of situations	a. understand the concept of perspective, and examine differing perspectives on an issue	a. explore underlying values in a variety of mass media; e.g., advertisements, political cartoons

**General Outcome for Applications**

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

**A-6 for imaginative purposes and personal enjoyment**

	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
<i>Students will be able to:</i>			
<b>A-6.1</b> humour/fun	a. use the language for fun	a. use the language for fun; e.g., play simple games, perform action songs	a. use the language for fun and to experience simple humour; e.g., play a variety of sports, games
<b>A-6.2</b> creative/aesthetic purposes	a. use the language creatively	a. use the language creatively; e.g., participate in activities that play on sounds, words and rhythms of the language	a. use the language creatively and for aesthetic purposes; e.g., write poems based on simple, repetitive and modelled language
<b>A-6.3</b> personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment; e.g., make a scrapbook of items that reflect Japanese culture	a. use the language for personal enjoyment; e.g., listen to favourite songs in Japanese



**General Outcome for Applications**

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

**A-6 for imaginative purposes and personal enjoyment****Grade 7****Grade 8****Grade 9**

*Students will be able to:*

<b>A-6.1</b> humour/fun	a. use the language for fun and to understand simple humour through a variety of activities	a. use the language for fun and to understand and express simple humour; e.g., learn and perform songs, dances, short skits	a. use the language for fun and to understand and express humour; e.g., learn and perform songs, dances, short plays
<b>A-6.2</b> creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes; e.g., experiment with sounds, words and rhythms of the language, such as haiku	a. use the language creatively and for aesthetic purposes; e.g., write simple short stories	a. use the language creatively and for aesthetic purposes; e.g., write new words to a known melody or create a rap
<b>A-6.3</b> personal enjoyment	a. use the language for personal enjoyment; e.g., learn a craft or a dance	a. use the language for personal enjoyment; e.g., find a personal pen pal or e-pal and exchange letters or e-mails	a. use the language for personal enjoyment; e.g., use the Internet to explore the Japanese culture

**General Outcome for Applications**

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

**A-6 for imaginative purposes and personal enjoyment****Grade 10****Grade 11****Grade 12**

*Students will be able to:*

<b>A-6.1</b> humour/fun	a. use the language for fun and to interpret and express humour; e.g., viewing Japanese television programs or videos, making commercials	a. use the language for fun and to interpret and express humour; e.g., manga, songs, stories, poems	a. use the language for fun and to interpret and express humour; e.g., plan and participate in a weekend immersion, an exchange or a language camp
<b>A-6.2</b> creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes; e.g., create a multimedia production on a familiar topic	a. use the language creatively and for aesthetic purposes; e.g., create and perform a skit	a. use the language creatively and for aesthetic purposes; e.g., create and perform a short play
<b>A-6.3</b> personal enjoyment	a. use the language for personal enjoyment; e.g., keep a personal journal	a. use the language for personal enjoyment; e.g., explore ways to use their knowledge of Japanese	a. use the language for personal enjoyment; e.g., watch films or television programs

# Language Competence



interpret texts

produce texts

interact

attend to form

**Students will use Japanese effectively and competently.**

apply knowledge of the  
sociolinguistic/sociocultural  
context

apply knowledge of how  
discourse is organized,  
structured and sequenced

## LANGUAGE COMPETENCE

**Language competence** is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the Japanese language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes; in other words, in practical **applications**.

The various components of language competence are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading “attend to form,” there is a strand for sound system, writing systems, lexicon and grammatical elements.

Although the outcomes isolate these individual aspects, language competence should be developed through classroom activities that focus on meaningful uses of the language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammatical structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.



**General Outcome for Language Competence**  
Students will use Japanese **effectively** and **competently**.

**LC-1 attend to form**

	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
<i>Students will be able to:</i>			
<b>LC-1.1</b> sound system	a. recognize and pronounce basic kana-based (moraic) sounds b. pronounce some common words and phrases properly c. use intonation to express meaning d. distinguish particular Japanese sounds	a. recognize and pronounce most kana-based (moraic) sounds b. properly pronounce familiar words or phrases c. recognize familiar borrowed words; e.g., Canada	a. consistently recognize and pronounce kana-based (moraic) sounds b. recognize some of the effects that intonation has in different situations c. recognize and pronounce familiar borrowed words
<b>LC-1.2</b> writing systems	a. recognize and read basic hiragana b. copy familiar hiragana words c. recognize a few familiar isolated words in katakana d. demonstrate an understanding of the differences in appearance between the three writing systems	a. write basic hiragana b. read the complete hiragana system c. recognize and copy some familiar words in katakana d. copy familiar phrases and sentences	a. consistently read and write the complete hiragana system b. write some familiar words in katakana c. recognize some simple kanji
<b>LC-1.3</b> lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• self</li> <li>• classroom</li> <li>• family</li> <li>• body</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• food</li> <li>• pets</li> <li>• house</li> <li>• school</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• daily routine</li> <li>• sports/hobbies</li> <li>• animals</li> <li>• clothing</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>

(continued)

**General Outcome for Language Competence**  
Students will use Japanese **effectively** and **competently**.

(continued)

**LC-1 attend to form**

**Grade 4**

**Grade 5**

**Grade 6**

*Students will be able to:*

a. use, in **modelled** situations,<sup>1</sup> the following grammatical elements: .....

LC-1.4  
grammatical elements

- V て
- V てください
- A いです

- V て
- V てください
- V ましょう
- A くないです
- NaA です
- NaA じゃ ないです
- N じゃないです
- N がいいです
- N は/があります/ い  
ます

- V ています
- V てもいいです (か)
- V てはいけません/だめ  
です
- V たいです
- A い/NaA な+N
- N じゃなかったです
- N で
- N ができます/じょうず  
です/とくいです/へた  
です
- N がいちばん A/NaA で  
す
- L にあります

(continued)

**Legend**

N means noun

V means verb

L means location

A means *i*-adjective

NaA means *na*-adjective

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

**General Outcome for Language Competence**  
Students will use Japanese **effectively** and **competently**.

(continued)

**LC-1 attend to form**

**Grade 4**

**Grade 5**

**Grade 6**

*Students will be able to:*

a. use, in **modelled** situations,<sup>2</sup> the following grammatical elements: .....

LC-1.4  
grammatical elements

- V *te*
- V *te kudasai*
- A *i desu*

- V *te*
- V *te kudasai*
- V *mashou*
- A *ku nai desu*
- NaA *desu*
- NaA *ja nai desu*
- N *ja nai desu*
- N *ga ii desu*
- N *wa/ga arimasu/imasu*

- V *te imasu*
- V *temo ii desu (ka)*
- V *te wa ikemasen/dame desu*
- V *tai desu*
- A *i/NaA na+ N*
- N *ja nakatta desu*
- N *de*
- N *ga dekimasu/jouzu desu/tokui desu/heta desu*
- N *ga ichiban A/NaA desu*
- L *ni arimasu*

(continued)

**Legend**

N means noun  
V means verb  
L means location  
A means *i*-adjective  
NaA means *na*-adjective

2. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

**General Outcome for Language Competence**  
Students will use Japanese **effectively** and **competently**.

(continued)

**LC-1 attend to form**

	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
	<i>Students will be able to:</i>		
	b. use, in <b>structured</b> situations, <sup>3</sup> the following grammatical elements: .....		
<b>LC-1.4</b> grammatical elements	<ul style="list-style-type: none"> <li>• N です</li> <li>• N をください</li> <li>• N が好きです</li> <li>• N がほしいです</li> </ul>	<ul style="list-style-type: none"> <li>• V ます /ません</li> <li>• V ませんか</li> <li>• A いです</li> </ul>	<ul style="list-style-type: none"> <li>• V て</li> <li>• V てください</li> <li>• V ました/ませんでした</li> <li>• V ましょう</li> <li>• V ませんか</li> <li>• A いです</li> <li>• A くないです</li> <li>• NaA です</li> <li>• NaA じゃないです</li> <li>• N じゃないです</li> <li>• N でした</li> <li>• N がいいです</li> <li>• N は/があります/います</li> </ul>

(continued)

3. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

**General Outcome for Language Competence**  
Students will use Japanese **effectively** and **competently**.

(continued)

**LC-1 attend to form**

	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
	<i>Students will be able to:</i>		
	b. use, in <b>structured</b> situations, <sup>4</sup> the following grammatical elements: .....		
LC-1.4 grammatical elements	• N <i>desu</i>	• V <i>masu/masen</i>	• V <i>te</i>
	• N <i>o kudasai</i>	• V <i>masen ka?</i>	• V <i>te kudasai</i>
	• N <i>ga suki desu</i>	• A <i>i desu</i>	• V <i>mashita/masendeshita</i>
	• N <i>ga hoshii desu</i>		• V <i>mashou</i>
			• V <i>masen ka?</i>
			• A <i>i desu</i>
			• A <i>ku nai desu</i>
			• NaA <i>desu</i>
			• NaA <i>ja nai desu</i>
			• N <i>ja nai desu</i>
			• N <i>deshita</i>
			• N <i>ga ii desu</i>
			• N <i>wa/ga arimasu/imasu</i>

(continued)

4. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.



**General Outcome for Language Competence**  
Students will use Japanese **effectively** and **competently**.

(continued)

**LC-1 attend to form**

**Grade 4**

**Grade 5**

**Grade 6**

*Students will be able to:*

c. use, **independently** and **consistently**,<sup>5</sup> the following grammatical elements: .....

- N です
- N が好きです
- N がほしいです
- N をください
- V ます/ません

LC-1.4  
grammatical elements

5. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

**General Outcome for Language Competence**  
 Students will use Japanese **effectively** and **competently**.

(continued)

**LC-1 attend to form**

**Grade 4**

**Grade 5**

**Grade 6**

*Students will be able to:*

c. use, **independently** and **consistently**,<sup>6</sup> the following grammatical elements: .....

- N *desu*
- N *ga suki desu*
- N *ga hoshii desu*
- N *o kudasai*
- V *masu/masen*

LC-1.4  
grammatical elements

6. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.



**General Outcome for Language Competence**  
Students will use Japanese **effectively** and **competently**.

**LC-1 attend to form**

**Grade 7**

**Grade 8**

**Grade 9**

*Students will be able to:*

LC-1.1 sound system	a. approximate the pronunciation of unfamiliar words	a. identify and reproduce some critical sound distinctions that are important for meaning	a. use intonation, pauses and rhythm appropriately in familiar situations
	a. write simple sentences that incorporate hiragana and katakana	a. read and write a variety of familiar katakana words	a. recognize the complete katakana system
	b. write basic katakana c. read and write some simple kanji characters	b. read a variety of basic kanji c. write some basic kanji d. write simple texts using all three systems	b. read and write a variety of basic kanji
LC-1.2 writing systems			
LC-1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • holidays/special days • shopping • money • my town • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • people in the community • transportation • vacations • weather • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • travel • fashion • world of work • mass media • any other lexical fields that meet their needs and interests

(continued)

**General Outcome for Language Competence**  
Students will use Japanese **effectively** and **competently**.

(continued)

**LC-1 attend to form**

**Grade 7**

**Grade 8**

**Grade 9**

*Students will be able to:*

a. use, in **modelled** situations,<sup>7</sup> the following grammatical elements: .....

LC-1.4  
grammatical elements

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• V dictionary form</li> <li>• V た</li> <li>• V<sub>1</sub> て V<sub>2</sub> ます</li> <li>• V ない</li> <li>• V ないでください</li> <li>• N にします</li> <li>• N になります</li> <li>• N の L にあります/います</li> <li>• N を Quality ください</li> <li>• N をもらいます/あげます/くれます</li> <li>• N<sub>1</sub> は N<sub>2</sub> が A/NaA です</li> <li>• A/NaA のをください</li> </ul> | <ul style="list-style-type: none"> <li>• V ことができます</li> <li>• V てから/V(dic.)まえに</li> <li>• V くれませんか</li> <li>• V なかった</li> <li>• V にいきます/きます</li> <li>• A くて/NaA で</li> <li>• NaA だ</li> <li>• NaA だった</li> <li>• N だ</li> <li>• N だった</li> <li>• N は V ことです</li> <li>• N が/は Quality あります/います</li> <li>• N<sub>1</sub> は N<sub>2</sub> とおなじです/ちがいます</li> <li>• N<sub>1</sub> と N<sub>2</sub> と(では)どちらが A/NaA ですか</li> <li>• N<sub>1</sub> のほうが N<sub>2</sub> より A/NaA です</li> <li>• V こと/のが A/NaA (ex. すき/とくい) です</li> <li>• といいます</li> <li>• とおもいます/おもっています</li> </ul> | <ul style="list-style-type: none"> <li>• V potential form</li> <li>• V たことがあります</li> <li>• V<sub>1</sub> たり V<sub>2</sub> たりします</li> <li>• V たらどうですか</li> <li>• N みたい(です/な N です)</li> <li>• N<sub>1</sub> と N<sub>2</sub> と(では)どちらが A/NaA ですか</li> <li>• N<sub>1</sub> のほうが N<sub>2</sub> より A/NaA です</li> <li>• N が/を Quality+V ます</li> <li>• かもしれません</li> <li>• んです</li> <li>• そうです(appearance)</li> <li>• とおもいます/おもっています</li> <li>• もう/まだ</li> <li>• Quantity だけ</li> </ul> |
|---|---|--|

(continued)

**Legend**

N means noun  
V means verb  
L means location  
A means *i*-adjective  
NaA means *na*-adjective

7. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.



**General Outcome for Language Competence**  
Students will use Japanese **effectively** and **competently**.

(continued)

**LC-1 attend to form**

**Grade 7**

**Grade 8**

**Grade 9**

*Students will be able to:*

a. use, in **modelled** situations,<sup>8</sup> the following grammatical elements: .....

LC-1.4  
grammatical elements

- V dictionary form
- V *ta*
- V<sub>1</sub> *te* V<sub>2</sub> *masu*
- V *nai*
- V *nai de kudasai*
- N *ni shimasu*
- N *ni narimasu*
- N *no* L *ni arimasu/imasu*
- N *o* Quality *kudasai*
- N *o* *oraimasu/agemasu/kuremasu*
- N<sub>1</sub> *wa* N<sub>2</sub> *ga* A/NaA *desu*
- A/NaA *no o kudasai*

- V *koto ga dekimasu*
- V *te kara/V(dic.)mae ni*
- V *te kuremasen ka?*
- V *nakatta*
- V *ni ikimasu/kimasu*
- A *kute/NaA de*
- NaA *de*
- NaA *datta*
- N *da*
- N *datta*
- N *wa* V *koto desu*
- N *ga/wa* Quality *arimasu/imasu*
- N<sub>1</sub> *wa* N<sub>2</sub> *to onaji desu/chigai masu*
- N<sub>1</sub> *to* N<sub>2</sub> *to (dewa) dochira ga A/NaA desu ka?*
- N<sub>1</sub> *no hou ga* N<sub>2</sub> *yor*  
A/NaA *desu*
- V *no/koto ga* A/NaA (ex. *suki/tokui*) *desu*
- *to iimasu*
- *to omoimasu/omotteimasu*

- V potential form
- V *ta koto ga arimasu*
- V<sub>1</sub> *tari* V<sub>2</sub> *tari shimasu*
- V *tara dou desu ka?*
- N *mitai (desu/na Ndesu)*
- N<sub>1</sub> *to* N<sub>2</sub> *to (dewa) dochira ga A/NaA desu ka?*
- N<sub>1</sub> *no hou ga* N<sub>2</sub> *yor*  
A/NaA *desu*
- N *ga/wa* Quality + V  
*masu*
- *kamoshiremasen*
- *n desu*
- *sou desu* (appearance)
- *to omoimasu/omotteimasu*
- *mou/mada*
- Quantity *dake*

(continued)

**Legend**

N means noun  
V means verb  
L means location  
A means *i*-adjective  
NaA means *na*-adjective

8. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

**General Outcome for Language Competence**  
Students will use Japanese **effectively** and **competently**.

(continued)

**LC-1 attend to form**

**Grade 7**

**Grade 8**

**Grade 9**

*Students will be able to:*

b. use, in **structured** situations,<sup>9</sup> the following grammatical elements: .....

LC-1.4  
grammatical elements

- |                             |  |  |
|-----------------------------|--|--|
| • V ています                    | • V dictionary form                          | • V てくださいませんか                                  |
| • V てもいいです(か)               | • V た  | • V てから/V(dic.)まえに                             |
| • V てはいけません/だめです            | • V <sub>1</sub> て V <sub>2</sub> ます         | • V ことができます                                    |
| • V たいです                    | • V ない                                       | • V こと/のが A/NaA (ex. すき/とくい) です                |
| • A かった(です)                 | • V ないでください                                  | • V なかった                                       |
| • A くなかった(です)               | • A/NaA のをください                               | • V にいきます/きます                                  |
| • A い/NaA な + N             | • N でしょう                                     | • A くて/NaA で                                   |
| • NaA でした                   | • N にします                                     | • NaA だ  |
| • NaA じゃなかったです/ありませんでした     | • N になります                                    | • NaA だった                                      |
| • N じゃなかったです/ありませんでした       | • N を Quality ください                           | • N だ  |
| • N で                       | • N をもらいます/あげます/くれます                         | • N だった  |
| • N ができます/じょうずです/とくいです/へたです | • N の L にあります/います                            | • N は V ことです                                   |
| • N がいちばん A/NaA です          | • N <sub>1</sub> は N <sub>2</sub> が A/NaA です | • N をもらいます/あげます/くれます                           |
| • L にあります/います               |  | • N が/は Quality あります/います                       |
|                             |  | • N <sub>1</sub> は N <sub>2</sub> とおなじです/ちがいます |
|                             |  | • といいます/ました                                    |

(continued)

9. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

**General Outcome for Language Competence**  
Students will use Japanese **effectively** and **competently**.

(continued)

**LC-1 attend to form**

**Grade 7**

**Grade 8**

**Grade 9**

*Students will be able to:*

b. use, in **structured** situations,<sup>10</sup> the following grammatical elements: .....

LC-1.4  
grammatical elements

- V *te imasu*
- V *temo ii desu (ka?)*
- V *te wa ikemasen/dame desu*
- V *tai desu*
- A *katta (desu)*
- A *ku nakatta (desu)*
- A *i/NaA na + N*
- NaA *deshita*
- NaA *ja nakatta desu/arimasen deshita*
- N *ja nakatta desu/arimasen deshita*
- N *de*
- N *ga dekimasu/jouzu desu/tokui desu/heta desu*
- N *ga ichiban A/NaA desu*
- L *ni arimasu/imasu*

- V ditionary form
- V *ta*
- V<sub>1</sub> *te* V<sub>2</sub> *masu*
- V *nai*
- V *naide kudasai*
- A/NaA *no o kudasai*
- N *deshou*
- N *ni shimasu*
- N *ni narimasu*
- N *o Quality kudasai*
- N *o moraimasu/agemasu/kuremasu*
- N *no L ni arimasu/imasu*
- N<sub>1</sub> *wa* N<sub>2</sub> *ga A/NaA desu*

- V *te kuremasen ka?*
- V *te kara/V (dic.) mae ni*
- V *koto ga dekimasu*
- V *no/koto ga A/NaA (ex. suki/tokui) desu*
- V *nakatta*
- V *ni ikimasu/kimasu*
- A *kute/NaA de*
- NaA *da*
- NaA *datta*
- N *da*
- N *datta*
- N *wa V koto desu*
- N *o moraimasu/agemasu/kuremasu*
- N *ga/wa Quality arimasu/imasu*
- N<sub>1</sub> *wa* N<sub>2</sub> *to onaji desu/chigai masu*
- *to iimasu/mashita*

(continued)

10. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

**General Outcome for Language Competence**  
Students will use Japanese **effectively** and **competently**.

(continued)

**LC-1 attend to form**

**Grade 7**

**Grade 8**

**Grade 9**

*Students will be able to:*

c. use, **independently** and **consistently**,<sup>11</sup> the following grammatical elements: .....

LC-1.4  
grammatical elements

- V て
- V てください
- V ました
- V ませんでした
- V ませんか
- V ましょう
- A いです
- A くないです
- NaA です
- NaA じゃないです
- N でした
- N じゃないです/ありません
- N がいいです
- N は/があります/います

- V たいです
- V ています
- V てもいいです(か)
- V てはいけません/だめです
- A かったです
- A くなかったです
- A い/NaA な + N
- NaA でした
- NaA じゃなかったです/ありませんでした
- N じゃなかったです/ありませんでした
- N で
- N ができます/じょうずです/とくいです/へたです
- N がいちばん A/NaA です
- L にあります/います

- V dictionary form
- V た
- V<sub>1</sub> て V<sub>2</sub> ます
- V ない
- V ないてください
- A/NaA のをください
- N でしょう
- N にします
- N になります
- N の L にあります/います
- N<sub>1</sub> は N<sub>2</sub> が A/NaA です
- N を Quality ください

11. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

**General Outcome for Language Competence**  
Students will use Japanese **effectively** and **competently**.

(continued)

**LC-1 attend to form**

**Grade 7**

**Grade 8**

**Grade 9**

*Students will be able to:*

c. use, **independently** and **consistently**,<sup>12</sup> the following grammatical elements: .....

LC-1.4  
grammatical elements

- V *te*
- V *te kudasai*
- V *mashita*
- V *masen deshita*
- V *masen ka?*
- V *mashou*
- A *i desu*
- A *ku nai desu*
- NaA *desu*
- NaA *ja nai desu*
- N *deshita*
- N *ja nai desu/arimasen*
- N *ga ii desu*
- N *wa/ga arimasu/imasu*

- V *tai desu*
- V *te imasu*
- V *temo ii desu (ka?)*
- V *te wa ikemasen/dame desu*
- A *katta desu*
- A *ku nakatta desu*
- A *i/NaA na + N*
- NaA *deshita*
- NaA *ja nakatta desu/arimasen deshita*
- N *ja nakatta desu/arimasen deshita*
- N *de*
- N *ga dekimasu/jouzu desu/tokui desu/heta desu*
- N *ga ichiban A/NaA desu*
- L *ni arimasu/imasu*

- V dictionary form
- V *ta*
- V<sub>1</sub> *te* V<sub>2</sub> *masu*
- V *nai*
- V *nai de kudasai*
- A/NaA *no o kudasai*
- N *deshou*
- N *ni shimasu*
- N *ni narimasu*
- N *no L ni arimasu/imasu*
- N<sub>1</sub> *wa* N<sub>2</sub> *ga A/NaA desu*
- N *o Quality kudasai*

12. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.





**General Outcome for Language Competence**  
Students will use Japanese **effectively** and **competently**.

**LC-1 attend to form**

	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<i>Students will be able to:</i>			
<b>LC-1.1</b> sound system	a. speak clearly and intelligibly in a variety of situations b. use intonation, stress and rhythm appropriately in a variety of situations	a. produce the essential sounds, pauses, rhythm and intonation patterns of the language where rehearsal is possible	a. produce the essential sounds, stress, rhythm and intonation patterns of the language where little rehearsal is possible
<b>LC-1.2</b> writing systems	a. read the complete katakana system b. read kanji used in familiar contexts c. write a variety of basic kanji	a. use a repertoire of kanji in some familiar contexts	a. use a repertoire of kanji in a variety of familiar contexts
<b>LC-1.3</b> lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• customs and traditions</li> <li>• health</li> <li>• geography</li> <li>• entertainment</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• safety</li> <li>• environment/ecology</li> <li>• community service</li> <li>• trade and tourism</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• future plans</li> <li>• art and literature</li> <li>• current affairs</li> <li>• communication</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>

(continued)

**General Outcome for Language Competence**  
Students will use Japanese **effectively** and **competently**.

(continued)

**LC-1 attend to form**

**Grade 10**

**Grade 11**

**Grade 12**

*Students will be able to:*

a. use, in **modelled** situations,<sup>13</sup> the following grammatical elements: .....

LC-1.4  
grammatical elements

- |  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Noun modifier</li> <li>• V volitional</li> <li>• V かた</li> <li>• V た/V ないほうがいいです</li> <li>• V てみます</li> <li>• V てしまいました</li> <li>• V たら(after/when)</li> <li>• V つもりです</li> <li>• V なければなりません</li> <li>• V なくてもいいです</li> <li>• V やすい/V にくいです</li> <li>• V ようになります</li> <li>• V/A/NaA すぎます</li> <li>• A く/NaA に V ます</li> <li>• N の/A/NaA/V とき</li> <li>• そうです(hearsay)</li> <li>• んです</li> <li>• Interrogative+か/も</li> <li>• Interrogative+でも(いいです)</li> </ul> | <ul style="list-style-type: none"> <li>• V たあとで</li> <li>• V たら(if)</li> <li>• V てしまいました</li> <li>• V てもらいます/くれます</li> <li>• V ないで (V ます)</li> <li>• N の/V ために</li> <li>• Interrogative+か/も</li> <li>• Interrogative+でも(いいです)</li> <li>• Quantity しか V ません</li> </ul> | <ul style="list-style-type: none"> <li>• Honorific/Humble</li> <li>• V てもらいます/くれます</li> </ul> |
|--|---|---|

(continued)

**Legend**

N means noun

V means verb

L means location

A means *i*-adjective

NaA means *na*-adjective

13. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

**General Outcome for Language Competence**  
Students will use Japanese **effectively** and **competently**.

(continued)

**LC-1 attend to form**

**Grade 10**

**Grade 11**

**Grade 12**

*Students will be able to:*

a. use, in **modelled** situations,<sup>14</sup> the following grammatical elements: .....

LC-1.4  
grammatical elements

- |                                    |                                  |                           |
|------------------------------------|----------------------------------|---------------------------|
| • Noun modifier                    | • V <i>ta ato de</i>             | • Honorific/Humble        |
| • V volitional                     | • V <i>tara</i> (if)             | • V <i>te morai masu/</i> |
| • V <i>kata</i>                    | • V <i>te shimaimashita</i>      | <i>kuremasu</i>           |
| • V <i>ta/V nai hou ga ii desu</i> | • V <i>te moraimasu/kuremasu</i> |                           |
| • V <i>te minasu</i>               | • V <i>nai de (Vmasu)</i>        |                           |
| • V <i>te shimaimashita</i>        | • N <i>no/V tame ni</i>          |                           |
| • V <i>tara</i> (after/when)       | • Interrogative+ <i>ka/mo</i>    |                           |
| • V <i>tsumori desu</i>            | • Interrogative+ <i>demo</i>     |                           |
| • V <i>nakereba narimasen</i>      | <i>(ii desu)</i>                 |                           |
| • V <i>nakute mo ii desu</i>       | • Quantity <i>shika V masen</i>  |                           |
| • V <i>yasui/V nikui desu</i>      |                                  |                           |
| • V <i>you ni narimasu</i>         |                                  |                           |
| • V/A/NaA <i>sugi masu</i>         |                                  |                           |
| • A <i>ku/NaA ni V masu</i>        |                                  |                           |
| • N <i>no/A/NaA/V toki</i>         |                                  |                           |
| • <i>sou desu</i> (hearsay)        |                                  |                           |
| • <i>n desu</i>                    |                                  |                           |
| • Interrogative+ <i>ka/mo</i>      |                                  |                           |
| • Interrogative+ <i>demo</i>       |                                  |                           |
| <i>(ii desu)</i>                   |                                  |                           |

(continued)

**Legend**

N means noun

V means verb

L means location

A means *i*-adjective

NaA means *na*-adjective

14. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

**General Outcome for Language Competence**  
Students will use Japanese **effectively** and **competently**.

(continued)

**LC-1 attend to form**

	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
	<i>Students will be able to:</i>		
	b. use, in <b>structured</b> situations, <sup>15</sup> the following grammatical elements: .....		
LC-1.4 grammatical elements	<ul style="list-style-type: none"> <li>• V potential form</li> <li>• V たことがあります</li> <li>• V たらどうですか</li> <li>• V<sub>1</sub> たり V<sub>2</sub> たりします</li> <li>• N みたい(です/な N です)</li> <li>• N<sub>1</sub> と N<sub>2</sub> と(では)どちらが A/NaA ですか</li> <li>• N<sub>1</sub> のほうが(N<sub>2</sub> より) A/NaA です</li> <li>• N が/を Quality+V ます</li> <li>• かもしれません</li> <li>• とおもいます/おもっています</li> <li>• そうです(appearance)</li> <li>• もう/まだ</li> <li>• Quantity だけ</li> </ul>	<ul style="list-style-type: none"> <li>• Noun modifier</li> <li>• V volitional form</li> <li>• V たら(after/when)</li> <li>• V た/ないほうがいいです</li> <li>• V てみます</li> <li>• V つもりです</li> <li>• V なければなりません</li> <li>• V なくてもいいです</li> <li>• V かた</li> <li>• V やすい/V にくいです</li> <li>• V ようになります</li> <li>• V/A/NaA すぎます</li> <li>• A く/NaA に V ます</li> <li>• N の/A/NaA/V とき</li> <li>• そうです (hearsay)</li> <li>• んです</li> </ul>	<ul style="list-style-type: none"> <li>• Noun modifier</li> <li>• V たあとで</li> <li>• V たら(after/when)</li> <li>• V たら(if)</li> <li>• V てしまいます/しました</li> <li>• V ないで (V ます)</li> <li>• V かた</li> <li>• V/N のために</li> <li>• A く/NaA に V ます</li> <li>• そうです (hearsay)</li> <li>• んです</li> <li>• あまり V/A/NaA+ negative</li> <li>• しか+ negative</li> <li>• Interrogative+か/も</li> <li>• Interrogative+でも(いいです)</li> <li>• Quantity しか V ません</li> </ul>

(continued)

**Legend**

N means noun  
V means verb  
L means location  
A means *i*-adjective  
NaA means *na*-adjective

15. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.



**General Outcome for Language Competence**  
Students will use Japanese **effectively** and **competently**.

(continued)

**LC-1 attend to form**

	Grade 10	Grade 11	Grade 12
	<i>Students will be able to:</i>		
	b. use, in <b>structured</b> situations, <sup>16</sup> the following grammatical elements: .....		
LC-1.4 grammatical elements	<ul style="list-style-type: none"> <li>• V potential form</li> <li>• V <i>ta koto ga arimasu</i></li> <li>• V <i>tara dou desu ka?</i></li> <li>• V<sub>1</sub> <i>tari</i> V<sub>2</sub> <i>tari shimasu</i></li> <li>• N <i>mitai (desu/na N desu)</i></li> <li>• N<sub>1</sub> <i>to</i> N<sub>2</sub> <i>to (dewa)</i> <i>dochira ga A/NaA desu ka?</i></li> <li>• N<sub>1</sub> <i>no hou ga (N<sub>2</sub> yori)</i> <i>A/NaA desu</i></li> <li>• N <i>ga/o</i> Quality+ V <i>masu</i></li> <li>• <i>kamoshiremasen</i></li> <li>• <i>to omoimasu/omotteimasu</i></li> <li>• <i>sou desu</i> (appearance)</li> <li>• <i>mou/mada</i></li> <li>• Quantity <i>dake</i></li> </ul>	<ul style="list-style-type: none"> <li>• Noun modifier</li> <li>• V volitional form</li> <li>• V <i>tara</i> (after/when)</li> <li>• V <i>ta/nai hou ga ii desu</i></li> <li>• V <i>te mimasu</i></li> <li>• V <i>tsumori desu</i></li> <li>• V <i>nakereba narimasen</i></li> <li>• V <i>nakute mo ii desu</i></li> <li>• V <i>kata</i></li> <li>• V <i>yasui/V nikui desu</i></li> <li>• V <i>you ni ni narimasu</i></li> <li>• V/A/NaA <i>sugi masu</i></li> <li>• A/ku/NaA <i>ni V masu</i></li> <li>• N/na/A/NaA/V <i>toki</i></li> <li>• <i>sou desu</i> (hearsay)</li> <li>• <i>n desu</i></li> </ul>	<ul style="list-style-type: none"> <li>• Noun modifier</li> <li>• V <i>ta ato de</i></li> <li>• V <i>tara</i> (after/when)</li> <li>• V <i>tara</i> (if)</li> <li>• V <i>te shimaimasu/mashita</i></li> <li>• V <i>nai de (V masu)</i></li> <li>• V <i>kata</i></li> <li>• V/N <i>no tame ni</i></li> <li>• A/ku/NaA <i>ni V masu</i></li> <li>• <i>sou desu</i> (hearsay)</li> <li>• <i>n desu</i></li> <li>• <i>amari V/A/NaA+</i> negative</li> <li>• <i>shika + negative</i></li> <li>• Interrogative+<i>ka/mo</i></li> <li>• Interrogative+<i>demo</i> (<i>ii desu</i>)</li> <li>• Quantity <i>shika V masen</i></li> </ul>

(continued)

16. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

**General Outcome for Language Competence**  
Students will use Japanese **effectively** and **competently**.

(continued)

**LC-1 attend to form**

**Grade 10**

**Grade 11**

**Grade 12**

*Students will be able to:*

c. use, **independently** and **consistently**,<sup>17</sup> the following grammatical elements: .....

LC-1.4  
grammatical elements

- |   |   |                     |
|---|---|---------------------|
| • V なかった                                  | • V potential form                        | • V volitional form |
| • V ことができます                               | • V たことがあります                              | • V た/ないほうがいいです     |
| • V てから/V(dic.)まえに                        | • V たらどうですか                               | す                   |
| • V てくれませんか                               | • V <sub>1</sub> たり V <sub>2</sub> たりします  | • V てみます            |
| • V こと/のが A/NaA                           | • N <sub>1</sub> と N <sub>2</sub> と(では)どち | • V つもりです           |
| (ex. すき/とくい) です                           | らが A/NaA ですか                              | • V なければなりません       |
| • A くて/NaA で                              | • N <sub>1</sub> のほうが(N <sub>2</sub> より)  | • V なくてもいいです        |
| • NaA だ                                   | A/NaA です                                  | • V やすい/V にくいです     |
| • NaA だった                                 | • N みたい(です/な N で                          | • V ようになります         |
| • N だ                                     | す)  | • V/A/NaA すぎます      |
| • N だった                                   | • N が/を Quality+V ます                      | • N の/A/NaA/V とき    |
| • N は V ことです                              | • かもしれない/ません                              | • そうです (hearsay)    |
| • N をもらいます/あげま                            | • とおもいます/おもって                             |                     |
| す/くれます                                    | います                                       |                     |
| • N が/は Quality ありま                       | • そうです(appearance)                        |                     |
| す/います                                     | • Quantity だけ                             |                     |
| • N <sub>1</sub> は N <sub>2</sub> とおなじです/ |   |                     |
| ちがいます                                     |   |                     |
| • といいます                                   |   |                     |

17. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

**General Outcome for Language Competence**  
Students will use Japanese **effectively** and **competently**.

(continued)

**LC-1 attend to form**

**Grade 10**

**Grade 11**

**Grade 12**

*Students will be able to:*

c. use, **independently** and **consistently**,<sup>18</sup> the following grammatical elements: .....

**LC-1.4**  
grammatical elements

- |  |  |                                  |
|--|--|----------------------------------|
| • V <i>nakatta</i>   | • V potential form   | • V volitional form              |
| • V <i>koto ga deki masu</i>   | • V <i>ta koto ga arimasu</i>  | • V <i>ta/nai hou ga ii desu</i> |
| • V <i>te kara/V (dic.) mae ni</i>   | • V <i>tara dou desu ka?</i>   | • V <i>te mimasu</i>             |
| • V <i>te kuremasen ka?</i>  | • V <sub>1</sub> <i>tari</i> V <sub>2</sub> <i>tari shimasu</i>                      | • V <i>tsumori desu</i>          |
| • V <i>no/koto ga A/NaA (ex. suki/tokui) desu</i>                          | • N <sub>1</sub> <i>to</i> N <sub>2</sub> <i>to (dewa) dochira ga A/NaA desu ka?</i> | • V <i>nakereba narimasen</i>    |
| • A <i>kute/NaA de</i>   | • N <sub>1</sub> <i>no hou ga (N<sub>2</sub> yori) A/NaA desu</i>                    | • V <i>nakute mo ii desu</i>     |
| • NaA <i>da</i>  | • N <i>nitai (desu/ na N desu)</i>   | • V <i>yasui/V nikui desu</i>    |
| • NaA <i>datta</i>   | • N <i>ga/o Quality + V masu</i>   | • V/A/NaA <i>sugi masu</i>       |
| • N <i>da</i>  | • <i>kamoshirenai/masen</i>  | • N <i>no/A/NaA/V toki</i>       |
| • N <i>datta</i>   | • <i>to omoimasu/omotteimasu</i>   | • <i>sou desu (hearsay)</i>      |
| • N <i>wa V koto desu</i>  | • <i>sou desu (appearance)</i>   |                                  |
| • N <i>o moraimasu/agemasu/ kuremasu</i>                                   | • Quantity <i>dake</i>   |                                  |
| • N <i>ga/wa Quality arimasu/ imasu</i>                                    |  |                                  |
| • N <sub>1</sub> <i>wa</i> N <sub>2</sub> <i>to onajidesu/ chigai masu</i> |  |                                  |
| • <i>to iimasu</i>   |  |                                  |

18. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

**General Outcome for Language Competence**

Students will use Japanese **effectively** and **competently**.

**LC-2 interpret texts****Grade 4****Grade 5****Grade 6**

*Students will be able to:*

LC-2.1 listening	a. understand simple sentences on familiar topics in guided situations	a. understand short, simple texts on familiar topics in guided situations	a. understand short, simple texts on familiar topics in guided situations
	a. understand simple words and phrases in guided situations	a. understand short, simple sentences in guided situations	a. understand short, simple sentences in guided situations
	a. derive meaning from visuals and other forms of nonverbal communication in guided situations	a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations	a. derive meaning from visual and other elements of a variety of media in guided situations

**General Outcome for Language Competence**  
Students will use Japanese **effectively** and **competently**.

**LC-2 interpret texts**

**Grade 7**

**Grade 8**

**Grade 9**

*Students will be able to:*

<b>LC-2.1</b> listening	a. understand short, simple texts on familiar topics in guided and unguided situations	a. understand a variety of short, simple texts on familiar topics in guided situations	a. understand a variety of short texts on unfamiliar topics in guided and unguided situations
<b>LC-2.2</b> reading	a. understand short, simple texts on familiar topics in guided situations	a. understand short texts on familiar topics in guided and unguided situations	a. understand a variety of short texts on familiar topics in guided and unguided situations
<b>LC-2.3</b> viewing and nonverbal interpretation	a. derive meaning from visual and other elements of a variety of media in guided situations	a. derive meaning from multiple visual and other elements in a variety of media, in guided and unguided situations	a. derive meaning from multiple visual and other elements in a variety of media, in guided and unguided situations

## General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

### LC-2 interpret texts

	Grade 10	Grade 11	Grade 12
<i>Students will be able to:</i>			
LC-2.1 listening	a. understand the main point and some supporting details of texts on familiar topics in guided situations	a. understand the main point and some supporting details of texts on a variety of familiar topics in guided situations	a. understand a variety of texts on familiar topics in guided situations
LC-2.2 reading	a. understand the main point and some supporting details of texts on familiar topics in guided situations	a. understand the main point and some supporting details of texts on a variety of familiar topics in guided situations	a. understand a variety of texts on familiar topics in guided situations
LC-2.3 viewing and nonverbal interpretation	a. propose several interpretations of the visual and other elements of a variety of media in guided situations	a. identify the purposes, intended audiences, messages and points of view in a variety of media, in guided situations	a. identify the purposes, intended audiences, messages and points of view in a variety of media, in guided situations



**General Outcome for Language Competence**  
Students will use Japanese **effectively** and **competently**.

**LC-3 produce texts**

	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
<i>Students will be able to:</i>			
<b>LC-3.1</b> speaking	a. produce simple words and phrases in guided situations	a. produce short, simple sentences in guided situations	a. produce simple sentences in guided situations
<b>LC-3.2</b> writing	a. copy simple words and phrases in guided situations	a. produce short, simple sentences in guided situations	a. produce simple sentences in guided situations
<b>LC-3.3</b> representing	a. use visuals and other forms of nonverbal communication to express meaning in guided situations	a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations	a. express meaning through the use of visual and other elements in a variety of media, in guided situations

**LC-4 interact**

<i>Students will be able to:</i>			
<b>LC-4.1</b> interactive fluency	a. engage in simple interactions, using words and short phrases	a. engage in simple interactions, using simple sentences	a. engage in simple interactions

## General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

### LC-3 produce texts

#### Grade 7

#### Grade 8

#### Grade 9

*Students will be able to:*

LC-3.1 speaking	a. produce simple texts on familiar topics in guided situations	a. produce a variety of short, simple texts on familiar topics in guided situations	a. produce a variety of short texts on familiar topics in guided situations
LC-3.2 writing	a. produce short, simple texts on familiar topics in guided situations	a. produce a variety of short, simple texts on familiar topics in guided situations	a. produce a variety of short texts on familiar topics in guided situations
LC-3.3 representing	a. express meaning through the use of visual and other elements in a variety of media, in guided situations	a. express meaning through the use of multiple visual and other elements in a variety of media, in guided situations	a. express meaning through the use of multiple visual and other elements in a variety of media, in guided situations

### LC-4 interact

*Students will be able to:*

LC-4.1 interactive fluency	a. engage in simple, routine interactions, with pauses for planning and repair	a. manage simple, routine interactions without undue difficulty, with pauses for planning and repair	a. manage simple, routine interactions without undue difficulty, asking for repetition or clarification when necessary
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**General Outcome for Language Competence**  
Students will use Japanese **effectively** and **competently**.

**LC-3 produce texts**

**Grade 10**

**Grade 11**

**Grade 12**

*Students will be able to:*

<b>LC-3.1</b> speaking	a. produce short texts on familiar topics in guided and unguided situations	a. produce texts on familiar topics, providing some details to support the main point, in guided situations	a. produce texts on a variety of familiar topics, providing some details to support the main point, in guided situations
<b>LC-3.2</b> writing	a. produce short texts on familiar topics in guided and unguided situations	a. produce texts on familiar topics, providing some details to support the main point, in guided situations	a. produce texts on a variety of familiar topics, providing some details to support the main point, in guided situations
<b>LC-3.3</b> representing	a. explore ways that meaning can be expressed through the visual and other elements of a variety of media in guided situations	a. communicate thoughts, ideas and feelings for specific purposes and audiences, through a variety of media, in guided situations	a. communicate thoughts, ideas and feelings for specific purposes and audiences, through a variety of media, in guided situations

**LC-4 interact**

*Students will be able to:*

<b>LC-4.1</b> interactive fluency	a. manage simple, routine interactions without undue difficulty	a. sustain routine interactions	a. converse on familiar topics
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## General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

### LC-5 apply knowledge of the sociolinguistic/sociocultural context

	Grade 4	Grade 5	Grade 6
<i>Students will be able to:</i>			
<b>LC-5.1</b> register	a. speak at a volume appropriate to classroom situations b. respond to tone of voice c. address others appropriately	a. recognize that some topics, words or intonations are inappropriate in certain contexts	a. distinguish between formal and informal situations
<b>LC-5.2</b> idiomatic expressions	a. imitate idiomatic expressions; e.g., <i>ohayou gozaimasu arigatou gozaimasu</i>	a. imitate idiomatic expressions	a. imitate idiomatic expressions
<b>LC-5.3</b> variations in language	a. experience a variety of voices	a. acknowledge and accept individual differences in speech	a. experience variations in speech; e.g., age and gender
<b>LC-5.4</b> social conventions	a. imitate simple routine social interactions b. use basic social expressions appropriate to the classroom	a. use basic conventions of politeness b. use appropriate oral forms of address for people frequently encountered	a. recognize verbal behaviours that are considered impolite b. recognize simple social conventions in formal interactions
<b>LC-5.5</b> nonverbal communication	a. understand the meaning of and imitate some common nonverbal behaviours used in Japanese culture	a. experiment with using some simple nonverbal means of communication b. recognize that some nonverbal behaviours may be inappropriate in certain contexts	a. recognize appropriate nonverbal behaviours in a variety of familiar contexts

**General Outcome for Language Competence**  
Students will use Japanese **effectively** and **competently**.

**LC-5 apply knowledge of the sociolinguistic/sociocultural context**

	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9</b>
<i>Students will be able to:</i>			
<b>LC-5.1</b> register	a. experiment with and use formal language in familiar situations	a. explore formal and informal uses of language in a variety of contexts	a. use suitable, simple formal and informal language in a variety of contexts
<b>LC-5.2</b> idiomatic expressions	a. understand and use a variety of simple idiomatic expressions as set phrases	a. understand and use a variety of simple idiomatic expressions as set phrases	a. understand and use a variety of simple idiomatic expressions as set phrases
<b>LC-5.3</b> variations in language	a. recognize variations in language; e.g., age and gender	a. recognize other influences resulting in variations in language; e.g., social status, relationship with others	a. recognize other influences resulting in variations in language; e.g., region
<b>LC-5.4</b> social conventions	a. recognize important social conventions in everyday interactions	a. understand important social conventions in everyday interactions	a. interpret and use important social conventions in interactions
<b>LC-5.5</b> nonverbal communication	a. use appropriate nonverbal behaviours in a variety of familiar contexts	a. recognize nonverbal behaviours that are considered impolite; e.g., sounds and noises	a. avoid nonverbal behaviours that are considered impolite

**General Outcome for Language Competence**  
Students will use Japanese **effectively** and **competently**.

**LC-5 apply knowledge of the sociolinguistic/sociocultural context**

**Grade 10**

**Grade 11**

**Grade 12**

*Students will be able to:*

<b>LC-5.1</b> register	a. explore differences in register between spoken and written texts	a. identify differences in register between spoken and written texts	a. use language to suit audience and purpose in guided situations
<b>LC-5.2</b> idiomatic expressions	a. use learned idiomatic expressions to enhance communications	a. use learned idiomatic expressions to enhance communications	a. use learned idiomatic expressions to enhance communications
<b>LC-5.3</b> variations in language	a. recognize other influences resulting in variations in language; e.g., social status	a. identify some variations in language	a. experiment with some variations in language
<b>LC-5.4</b> social conventions	a. recognize the use of social conventions encountered in oral and written texts	a. interpret the use of social conventions encountered in oral and written texts	a. use social conventions encountered in oral and written texts
<b>LC-5.5</b> nonverbal communication	a. recognize a variety of nonverbal communication techniques in a variety of contexts	a. experiment with nonverbal communication techniques in a variety of contexts	a. use nonverbal communication techniques in a variety of contexts



**General Outcome for Language Competence**  
Students will use Japanese **effectively** and **competently**.

**LC-6 apply knowledge of how discourse is organized, structured and sequenced**

**Grade 4**

**Grade 5**

**Grade 6**

*Students will be able to:*

LC-6.1 cohesion/coherence	a. imitate speech that uses simple link words	a. understand the basic usage of the topic marker <i>wa</i>	a. sequence elements of a simple story, process or series of events
	b. recognize the basic usage of the topic marker <i>wa</i>	b. link words in simple ways; e.g., <i>to</i>	b. link simple sentences coherently
LC-6.2 text forms	a. experience a variety of oral text forms	a. recognize some simple oral text forms; e.g., tongue twisters, songs	a. recognize some simple oral and print text forms; e.g., greeting cards, lists, role-play
	b. recognize some simple oral text forms		
LC-6.3 patterns of social interaction	a. respond using very simple social interaction patterns; e.g., question-answer, greeting-response	a. initiate interactions, and respond using simple social interaction patterns; e.g., acceptance/nonacceptance	a. initiate interactions and respond using a variety of simple social interaction patterns; e.g., statement-reaction

## General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

### LC-6 apply knowledge of how discourse is organized, structured and sequenced

#### Grade 7

#### Grade 8

#### Grade 9

*Students will be able to:*

LC-6.1 cohesion/coherence	a. use common conventions to structure texts; e.g., titles, paragraphs	a. organize texts to indicate steps in a procedure or directions to follow	a. use some conventions to structure texts; e.g., informal, letter forms
	b. organize texts, using common patterns; e.g., straightforward time sequencing	b. organize texts using common patterns; e.g., cause and effect	b. interpret simple references within texts; e.g., pronouns, demonstratives
			c. interpret sentences with simple ellipses
LC-6.2 text forms	a. use simple text forms in their own productions	a. recognize a variety of text forms delivered through a variety of media	a. examine the organization or structure of a variety of text forms; e.g., instructions for a game
LC-6.3 patterns of social interaction	a. use simple conventions to open and close conversations and to manage turn taking	a. initiate interactions, and respond using a variety of social interaction patterns; e.g., request/grant/deny permission	a. initiate interactions and respond using a variety of social interaction patterns; e.g., invitation-acceptance/refusal with explanation

**General Outcome for Language Competence**  
Students will use Japanese **effectively** and **competently**.

**LC-6 apply knowledge of how discourse is organized, structured and sequenced**

**Grade 10**

**Grade 11**

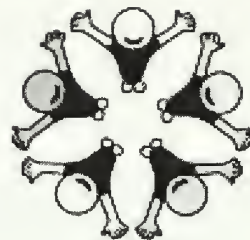
**Grade 12**

*Students will be able to:*

<b>LC-6.1</b> cohesion/coherence	a. use a variety of conventions to structure texts; e.g., report	a. interpret texts that use patterns involving time or chronological sequencing	a. use appropriate words and phrases to show a variety of relationships within texts; e.g., <i>shikashi</i> , <i>demo</i> , <i>soreni</i>
<b>LC-6.2</b> text forms	a. use a variety of familiar text forms and media in their own productions; e.g., advertisements, comic strips	a. use a variety of familiar media text forms in their own production; e.g., letters, television reports, questionnaires	a. use a variety of text forms and media in their own productions; e.g., reports, poetry, brochures
<b>LC-6.3</b> patterns of social interaction	a. combine simple social interaction patterns to perform transactions and interactions; e.g., request goods/services	a. combine simple social interaction patterns to perform transactions and interactions; e.g., suggestion-accept/decline-persuade/negotiate	a. combine simple social interaction patterns to perform complex transactions and interactions; e.g., consultation, discussion



# Global Citizenship



historical and contemporary  
elements of Japanese culture

affirming diversity

**Students will acquire  
the knowledge, skills and attitudes  
to be effective global citizens.**

personal growth and future opportunities

## GLOBAL CITIZENSHIP

The learning outcomes for Global Citizenship deal with the development of intercultural competence, encompassing some of the knowledge, skills and attitudes that students need to be effective global citizens. The concept of global citizenship includes citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading “historical and contemporary elements of Japanese culture,” there are strands for accessing/analyzing cultural knowledge, knowledge of the culture, applying cultural knowledge, diversity within the culture and valuing the culture.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one’s own culture is acquired over a lifetime. Cultures change over time. Rather than simply try to develop a bank of knowledge about the culture, it is more important for students to develop skills in accessing and understanding information about culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the culture they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The “affirming diversity” heading covers knowledge, skills and attitudes that are developed as a result of bringing other languages and cultures into relationship with one’s own. There is a natural tendency, when learning a new language and culture, to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates, who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.



## General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

### GC-1 historical and contemporary elements of Japanese culture

	Grade 4	Grade 5	Grade 6
<i>Students will be able to:</i>			
<b>GC-1.1</b> accessing/analyzing cultural knowledge	a. participate in activities and experiences that reflect elements of Japanese culture  b. ask questions, using English, about elements of the culture experienced in class	a. make observations of Japanese culture; e.g., as it is portrayed in texts and in the community  b. seek out information about Japanese culture from authentic sources	a. compare and make connections between some elements of Japanese culture and their own; e.g., geography and climate
<b>GC-1.2</b> knowledge of the culture	a. participate in activities and experiences that reflect elements of Japanese culture	a. participate in activities and experiences that reflect elements of Japanese culture	a. explore some elements of Japanese culture  b. identify some things they have in common with Japanese people their own age
<b>GC-1.3</b> applying cultural knowledge	a. recognize elements of Japanese culture in the classroom	a. identify elements of Japanese culture in the school and community	a. identify similarities and differences between Japanese culture and their own  b. apply knowledge of Japanese culture to interpret similarities and differences between that culture and their own
<b>GC-1.4</b> diversity within the culture	a. experience diverse elements of Japanese culture	a. identify some elements that reflect diversity within Japanese culture	a. identify similarities and differences among diverse groups within Japanese culture  b. apply knowledge of Japanese culture to interpret similarities and differences among diverse groups within the culture
<b>GC-1.5</b> valuing the culture	a. participate in cultural activities and experiences	a. participate in cultural activities and experiences  b. share their feelings about cultural activities or experiences	a. identify similarities between themselves and Japanese people  b. express an interest in finding out about people and various aspects of Japanese culture

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Japanese culture****Grade 7****Grade 8****Grade 9**

*Students will be able to:*

<b>GC-1.1</b> accessing/analyzing cultural knowledge	a. formulate questions about elements of Japanese culture; e.g., patterns of behaviour or interaction typical of people their own age	a. use basic research skills to find out about Japanese culture	a. make and test hypotheses about Japanese culture b. identify and use a variety of sources of information to find out about Japanese culture
	<b>GC-1.2</b> knowledge of the culture	a. explore and identify some elements of Japanese culture of personal interest	a. explore and identify some elements of Japanese culture
	<b>GC-1.3</b> applying cultural knowledge	a. apply knowledge of elements of Japanese culture to interpret cultural behaviour that is different from their own	a. identify different elements of Japanese culture, and speculate on their origins
	<b>GC-1.4</b> diversity within the culture	a. apply knowledge of diverse elements of Japanese culture in interactions with people and texts; e.g., differences based on age and gender	a. identify different elements of Japanese culture, and speculate on their origins
	<b>GC-1.5</b> valuing the culture	a. demonstrate acceptance of those whose cultural behaviour is different from their own	a. examine their own perception of Japanese language and culture

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Japanese culture****Grade 10****Grade 11****Grade 12**

*Students will be able to:*

<b>GC-1.1</b> accessing/analyzing cultural knowledge	a. organize and represent information about elements of Japanese culture in a variety of ways	a. analyze information about elements of Japanese culture	a. evaluate sources of information on Japanese culture; e.g., Japanese media
<b>GC-1.2</b> knowledge of the culture	a. explore and identify some elements of Japanese culture; e.g., cultural values, attitudes and interests of people their own age in the culture	a. explore, identify and examine elements of Japanese culture; e.g., key historical events and their influence on contemporary ways of life	a. identify, analyze and examine some elements of Japanese culture; e.g., major current events as a reflection of contemporary ways of life and cultural values
<b>GC-1.3</b> applying cultural knowledge	a. apply knowledge of elements of Japanese culture, derived from a variety of sources, to interpret behaviours and texts	a. apply knowledge of elements of Japanese culture to enhance interpersonal relations in familiar contexts and to interpret texts	a. apply knowledge of elements of Japanese culture to enhance interpersonal relations in a variety of contexts and to interpret texts; e.g., the meaning of culturally significant terms in authentic texts
<b>GC-1.4</b> diversity within the culture	a. identify different elements of Japanese culture, derived from a variety of sources, and speculate on their origins	a. apply knowledge of diverse elements of Japanese culture, derived from a variety of sources, to interpret behaviours and texts	a. apply knowledge of diverse elements of Japanese culture to enhance interpersonal relations in familiar contexts and to interpret texts
<b>GC-1.5</b> valuing the culture	a. seek out and use opportunities to enter into contact with members of Japanese culture; e.g., exchange letters or e-mail with a pen pal or e-pal	a. seek out and use opportunities to enter into contact with members of Japanese culture	a. seek out and use opportunities to enter into contact with members of Japanese culture

## General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

### GC-2 affirming diversity

#### Grade 4

#### Grade 5

#### Grade 6

*Students will be able to:*

GC-2.1 awareness of first language	a.	distinguish between their first language and Japanese	a.	identify differences between their first language and Japanese	a.	identify similarities and differences between their first language and Japanese
	a.	explore the variety of languages spoken by those around them	a.	identify differences and similarities among writing systems from different languages within their personal experience	a.	recognize that in any language there are different words for the same thing
	b.	identify similarities among words from different languages within their personal experience	b.	identify ways that languages can be learned		
	a.	explore similarities between their own culture and other cultures	a.	recognize similarities between their own culture and other cultures	a.	recognize and identify similarities and differences between their own culture and other cultures; e.g., seasonal activities, food
	b.		b.	make connections between individuals or situations in texts and their own personal experiences		
	a.	participate in activities and experiences that reflect elements of different cultures	a.	recognize that a variety of cultural practices are followed by their schoolmates and different groups in their community	a.	recognize that speakers of the same language may come from different cultural backgrounds
GC-2.2 general language knowledge	b.		b.	recognize that culture is expressed in a variety of ways	b.	recognize some of the factors that affect the culture of a particular region; e.g., geography, climate
GC-2.3 awareness of own culture	a.	work and play with others who are different	a.	engage in activities that reflect other ways of doing things or other perspectives	a.	engage in activities that reflect other ways of doing things or other perspectives
	b.		b.	explore the limitations of adopting a single perspective	b.	explore the limitations of adopting a single perspective
GC-2.4 general cultural knowledge	a.	adapt to new situations; e.g., listening to Japanese, seeing Japanese writing	a.	listen, with attention, to the opinions of others	a.	reflect on their actions and the consequences of their actions for others
	b.		b.	initiate and maintain new relationships	b.	explore how their perspective is shaped by a variety of factors
GC-2.5 valuing diversity						
GC-2.6 intercultural skills						



**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity****Grade 7****Grade 8****Grade 9**

*Students will be able to:*

<b>GC-2.1</b> awareness of first language	a. compare oral and written aspects of their first language and Japanese	a. identify some words in their first language that have been borrowed from Japanese or from other languages	a. identify some regional variations in their first language
<b>GC-2.2</b> general language knowledge	a. recognize that languages can be grouped into families based on common origins	a. explore how and why languages borrow from one another	a. recognize that languages may have regional differences
<b>GC-2.3</b> awareness of own culture	a. identify some influences of their personal cultural identity	a. identify some of the past and present relationships between Japanese culture and their own culture	a. identify some of the past and present relationships between Japanese culture and their own culture
<b>GC-2.4</b> general cultural knowledge	a. recognize that within any culture there are important differences in the way people speak and behave	a. recognize some of the factors that affect the culture of a particular region	a. recognize that different cultures may have different interpretations of texts, cultural practices or products
<b>GC-2.5</b> valuing diversity	a. demonstrate curiosity about other languages and cultures	a. recognize and acknowledge different perspectives	a. recognize and acknowledge the value of different perspectives
<b>GC-2.6</b> intercultural skills	a. explore representations of their own culture as seen from the outside; e.g., as seen by members of another culture	a. identify and use resources to make contact with other countries and cultures b. examine stereotypical thinking	a. recognize stereotypical thinking

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity****Grade 10****Grade 11****Grade 12**

*Students will be able to:*

GC-2.1 awareness of first language	a. identify aspects of their personal style in both speech and writing	a. analyze ways in which their first language and Japanese are similar and different; e.g., text forms	a. analyze ways in which their first language and Japanese are similar and different; e.g., grammar structures
	a. recognize that languages evolve over time, and provide reasons for their evolution	a. describe factors that influence the status of languages	a. make generalizations about the systematic nature of language
	a. identify ethnocentric elements in documents from their own culture	a. analyze ways in which their own culture and other cultures are similar and different	a. analyze ways in which their own culture and other cultures are similar and different
	a. identify some potential obstacles when communicating with people from an unfamiliar culture	a. identify some of the ways that cultures evolve over time	a. identify some of the ways that individuals acquire a national identity and are introduced to the dominant culture in their society
	a. seek out opportunities to interact with people from various cultures that have an interest in the Japanese language and/or Japanese culture	a. recognize contributions to human understanding and well-being made by people from a variety of cultures	a. recognize the intrinsic value of cultural and linguistic diversity for themselves and for the global society
	a. identify a variety of strategies for dealing with breakdowns in communication and with misunderstandings when encountering an unfamiliar culture	a. view a situation from more than one perspective b. identify ethnocentric perspectives in a document or events, and explain their origins	a. identify and use strategies for enhancing contact with people from a different culture



**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-3 personal growth and future opportunities****Grade 4****Grade 5****Grade 6**

*Students will be able to:*

GC-3.1 the Japanese language and culture	a. suggest some reasons for learning Japanese	a. identify some reasons for learning Japanese	a. identify some careers for which knowledge of Japanese is useful
		b. identify some personal uses they have made of their knowledge of Japanese language and culture	b. identify some places that they could visit where Japanese is spoken
			c. identify some personal reasons for learning Japanese
GC-3.2 cultural and linguistic diversity	a. explore some reasons for participating in activities and experiences that reflect elements of different cultures	a. identify some personal uses they have made of their knowledge of different languages and cultures	a. identify some careers for which knowledge of different languages and cultures is useful
	b. suggest some reasons for learning an additional language	b. identify some reasons for learning additional languages	b. identify some places where there is significant linguistic and cultural diversity
			c. identify some personal reasons for learning additional languages and for learning about world cultures

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-3 personal growth and future opportunities****Grade 7****Grade 8****Grade 9**

*Students will be able to:*

<b>GC-3.1</b> the Japanese language and culture	a. identify aspects of the history, literature, arts and crafts of Japanese culture that are of personal interest	a. explore personal reasons for learning Japanese	a. identify some careers that use knowledge of the Japanese language
	a. identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest	a. explore personal reasons for learning additional languages and experiencing other cultures	a. identify some careers that use knowledge of international languages and cultures, and intercultural skills

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

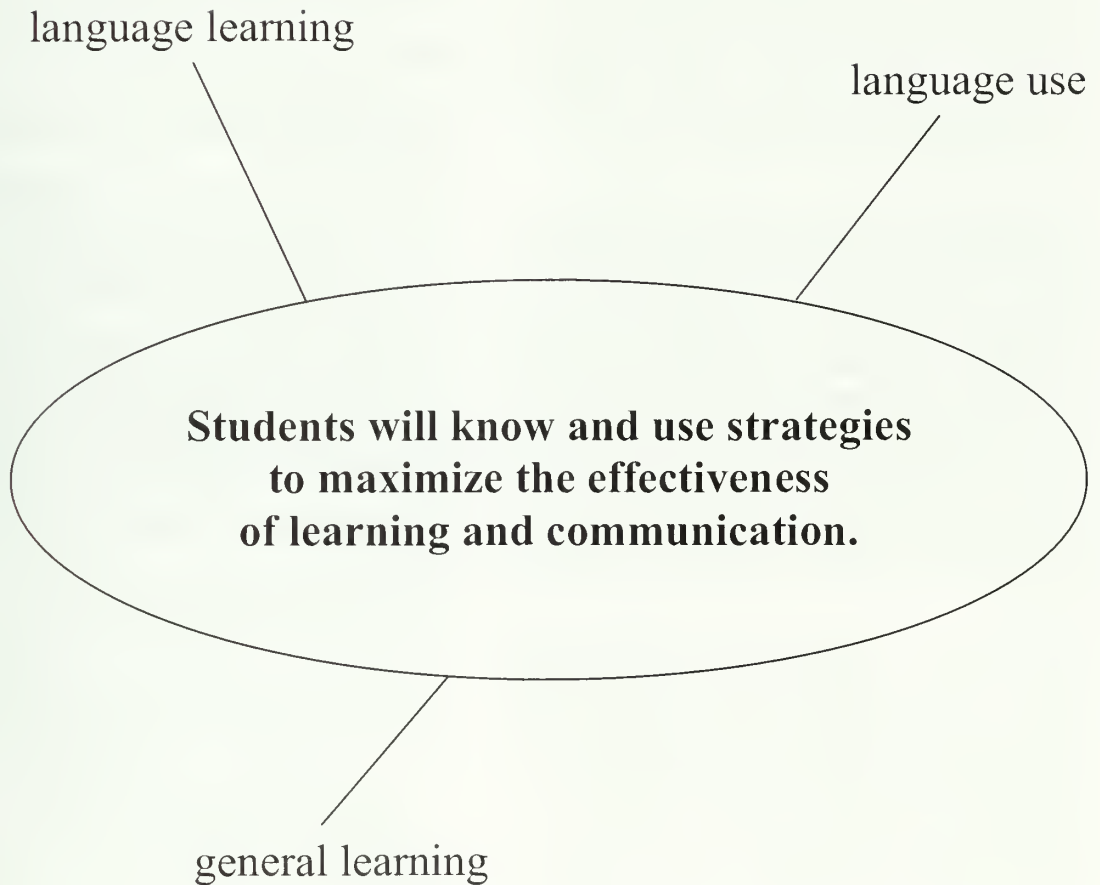
**GC-3 personal growth and future opportunities****Grade 10****Grade 11****Grade 12**

*Students will be able to:*

GC-3.1 the Japanese language and culture	a. explore opportunities for further education, personal enjoyment and personal growth related to the Japanese language and culture	a. explore careers in which knowledge of Japanese language and culture can be applied	a. explore applications of Japanese language and culture in the global marketplace
GC-3.2 cultural and linguistic diversity	a. explore opportunities for further education, personal enjoyment and personal growth related to international languages and cultures	a. explore careers in which knowledge of an additional language and intercultural skills can be applied	a. explore applications of language and culture learning in the global marketplace



# Strategies



## STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence. The learning outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but with strategies for language learning, language use in a broader sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands that show the development of awareness and skill in using strategies from grade to grade. Each strand, identified by a strand heading at the left end of the row, deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy at a particular grade level. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of strategies. More specific strategies for each general category or type are included in the comprehensive list of strategies below. The specific strategies provided in the comprehensive list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

## COMPREHENSIVE LIST OF STRATEGIES

### Language Learning Strategies

#### Cognitive

- listen attentively
- perform actions to match words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries, kana cards and kanji cards
- experiment with various elements of the language
- use mental images to remember new information and writing systems
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of Japanese and own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Japanese or in own language
- find information, using reference materials like dictionaries, textbooks, human resources, the Internet
- use available technological aids to support language learning; e.g., CDs, computers, DVDs, audio recordings



- make word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function
- use hiragana and katakana charts
- memorize characters by writing them repeatedly or reading them silently or aloud

### **Metacognitive**

- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the language learning task
- reflect on language learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, speaking, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more considered to be particularly useful
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor own speech and writing to check for persistent errors
- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly

### **Social/Affective**

- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in group activities
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- repeat new words and expressions occurring in own conversations, and make use of these new words and expressions as soon as possible
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging own rewards when successful

### **Language Use Strategies**

#### **Interactive**

- use words from own first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Japanese
- acknowledge being spoken to using verbal and nonverbal cues such as *hai*, *ee*, *soudesu ka* and nodding
- interpret and use a variety of nonverbal clues to communicate; e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally; e.g., *wakarimasen*, tilted head
- assess feedback from a conversation partner indicating a lack of understanding

- ask for clarification or repetition when you do not understand; e.g., *mou ichido itte kudasai, ~tte nandesu ka*
- use other speakers' words in subsequent conversations
- start again, using a different tactic, when communication breaks down
- use a simple word similar to the concept to convey, and invite correction; e.g., *hon* for *kyoukasho*
- invite others into the discussion; e.g., *dou omoimasu ka*
- ask for confirmation that a form used is correct; e.g., *ii desu ka, tadashii desu ka*
- use a range of devices indicating hesitation and turn taking to sustain conversations; e.g., *eeto ..., anou ..., soudesu ne, demo ..., sumimasen*
- use circumlocution to compensate for lack of vocabulary; e.g., *hon no heya* for *toshu-shitsu*
- repeat part of what someone has said to confirm mutual understanding; e.g., *~to yuu koto desu ka, ~n desu ka*
- summarize the point reached in a discussion to help focus the talk; e.g., *ja, tsumari*
- use follow-up questions to check for understanding; e.g., *wakarimasu ka*
- use suitable phrases to intervene in a discussion; e.g., *tokorode, chotto, sumimasen*
- self-correct if errors lead to misunderstandings
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess own information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts
- use knowledge of writing systems to identify functions of parts of sentences
- use knowledge of writing systems to aid reading
- use physical markers to divide sections of text to assist comprehension

### Interpretive

- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand, and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what you expect to hear or read based on prior knowledge and personal experience
- use knowledge of the kanji system to aid reading comprehension
- sound out aloud katakana words to aid reading comprehension

### Productive

- mimic what the speaker says
- use nonverbal means to communicate
- copy what others say, write or do; e.g., bowing
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming, keeping a notebook or logging ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists
- take notes when reading or listening to assist in producing own text
- revise and correct final version of text

- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing; e.g., polite form instead of plain form

## General Learning Strategies

### Cognitive

- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- write down key words and concepts in abbreviated form to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

### Metacognitive

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how own efforts can affect learning
- reflect upon own thinking processes and how you learn
- decide in advance to attend to the learning task

- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests
- manage own physical working environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating own work
- work with others to monitor own learning
- take responsibility for planning, monitoring and evaluating learning experiences

### Social/Affective

- watch others' actions and copy them
- seek help from others
- follow own natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- monitor own level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities



**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-1 language learning****Grade 4****Grade 5****Grade 6**

*Students will be able to:*

S-1.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance language learning; e.g., imitate sounds and intonation patterns, use mental images to remember new information and writing systems	a. use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., make personal dictionaries, experiment with various elements of the language	a. identify and use a variety of cognitive strategies to enhance language learning; e.g., group together sets of things—vocabulary, structures—with similar characteristics, identify similarities and differences between aspects of Japanese and own language
	a. use simple metacognitive strategies, with guidance, to enhance language learning; e.g., rehearse or role-play language, check copied writing for accuracy	a. use a variety of simple metacognitive strategies, with guidance, to enhance language learning; e.g., listen or read for key words	a. identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on the listening, speaking, reading and writing process
	a. use simple social and affective strategies, with guidance, to enhance language learning; e.g., participate in shared reading experiences	a. use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., seek the assistance of a friend to interpret a text, initiate or maintain interaction with others	a. identify and use a variety of social and affective strategies to enhance language learning; e.g., understand that making mistakes is a natural part of language learning, experiment with various forms of expression

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-1 language learning****Grade 7****Grade 8****Grade 9**

*Students will be able to:*

S-1.1 cognitive	a. identify and use a variety of cognitive strategies to enhance language learning; e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task	a. select and use a variety of cognitive strategies to enhance language learning; e.g., associate new words or expressions with familiar ones, either in Japanese or in their own language	a. select and use a variety of cognitive strategies to enhance language learning; e.g., find information using reference materials like dictionaries, textbooks and human resources, use available technological aids to support language learning
S-1.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance language learning; e.g., decide in advance to attend to specific aspects of input	a. select and use a variety of metacognitive strategies to enhance language learning; e.g., evaluate their own performance or comprehension at the end of a task, keep a learning log	a. select and use a variety of metacognitive strategies to enhance language learning; e.g., experience various methods of language acquisition, and identify one or more they find particularly useful
S-1.3 social/affective	a. identify and use a variety of social and affective strategies to enhance language learning; e.g., work cooperatively with peers in group activities	a. select and use a variety of social and affective strategies to enhance language learning; e.g., take risks and try unfamiliar tasks and approaches	a. select and use a variety of social and affective strategies to enhance language learning; e.g., participate actively in brainstorming and conferencing as prewriting and postwriting exercises

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-1 language learning****Grade 10****Grade 11****Grade 12**

*Students will be able to:*

<b>S-1.1</b> cognitive	a. select and use appropriate cognitive strategies to enhance language learning in a variety of situations; e.g., use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember	a. select and use appropriate cognitive strategies to enhance language learning in a variety of situations; e.g., place new words or expressions in a context to make them easier to remember	a. use appropriate cognitive strategies effectively to enhance language learning in a variety of situations; e.g., use induction to generate rules governing language use, seek out opportunities outside of class to practise and observe
<b>S-1.2</b> metacognitive	a. select and use appropriate metacognitive strategies to enhance language learning in a variety of situations; e.g., be aware of the potential of learning through direct exposure to the language, know how strategies may enable them to cope with texts containing unknown elements	a. select and use appropriate metacognitive strategies to enhance language learning in a variety of situations; e.g., identify problems that might hinder successful completion of a task and seek solutions	a. use appropriate metacognitive strategies effectively to enhance language learning in a variety of situations; e.g., monitor their own speech and writing to check for persistent errors
<b>S-1.3</b> social/affective	a. select and use appropriate social and affective strategies to enhance language learning in a variety of situations; e.g., repeat new words and expressions that occur in conversations in which they participate and make use of them as soon as possible	a. select and use appropriate social and affective strategies to enhance language learning in a variety of situations; e.g., reduce anxiety by using mental techniques	a. use appropriate social and affective strategies effectively to enhance language learning in a variety of situations; e.g., work with others to solve problems and get feedback on tasks



**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-2 language use**

	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
	<i>Students will be able to:</i>		
<b>S-2.1</b> interactive	a. use simple interactive strategies, with guidance; e.g., interpret and use a variety of nonverbal clues to communicate	a. use a variety of simple interactive strategies, with guidance; e.g., ask for clarification or repetition when they do not understand	a. identify and use a variety of interactive strategies; e.g., assess feedback from a conversation partner indicating lack of understanding, acknowledge being spoken to
<b>S-2.2</b> interpretive	a. use simple interpretive strategies, with guidance; e.g., use gestures, intonation and visual supports to aid comprehension	a. use a variety of simple interpretive strategies, with guidance; e.g., determine the purpose of listening, listen or look for key words	a. identify and use a variety of interpretive strategies; e.g., sound out aloud katakana words to aid reading comprehension
<b>S-2.3</b> productive	a. use simple productive strategies, with guidance; e.g., copy what others say or write, use words that are visible in the immediate environment	a. use a variety of simple productive strategies, with guidance; e.g., use illustrations to provide detail when producing their own texts	a. identify and use a variety of productive strategies; e.g., use knowledge of sentence patterns to form new sentences

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-2 language use****Grade 7****Grade 8****Grade 9**

*Students will be able to:*

S-2.1 interactive	a. identify and use a variety of interactive strategies; e.g., start again, using a different tactic, when communication breaks down, use a simple word similar to the concept they want to convey and invite correction	a. select and use a variety of interactive strategies; e.g., invite others into the discussion, ask for confirmation that a form used is correct	a. select and use a variety of interactive strategies; e.g., use a range of devices indicating hesitation and turn taking to sustain conversations, use circumlocution to compensate for lack of vocabulary
	a. identify and use a variety of interpretive strategies; e.g., infer probable meanings of unknown words or expressions from contextual clues	a. select and use a variety of interpretive strategies; e.g., prepare questions or a guide to note down information found in a text	a. select and use a variety of interpretive strategies; e.g., use knowledge of the kanji system to aid reading comprehension
	a. identify and use a variety of productive strategies; e.g., use resources to increase vocabulary	a. select and use a variety of productive strategies; e.g., be aware of and use the steps of the writing process	a. select and use a variety of productive strategies; e.g., take notes when reading or listening to assist in producing their own text

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-2 language use**

	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
	<i>Students will be able to:</i>		
<b>S-2.1</b> interactive	a. select and use appropriate interactive strategies in a variety of situations; e.g., repeat part of what someone has said to confirm mutual understanding	a. select and use appropriate interactive strategies in a variety of situations; e.g., summarize the point reached in a discussion to help focus the talk	a. use appropriate interactive strategies effectively in a variety of situations; e.g., use follow-up questions to check for understanding
<b>S-2.2</b> interpretive	a. select and use appropriate interpretive strategies in a variety of situations; e.g., reread several times to understand complex ideas	a. select and use appropriate interpretive strategies in a variety of situations; e.g., use key content words or discourse markers to follow an extended text, summarize information gathered	a. use appropriate interpretive strategies effectively in a variety of situations; e.g., use skimming and scanning to locate key information in texts
<b>S-2.3</b> productive	a. select and use appropriate productive strategies in a variety of situations; e.g., use a variety of resources to correct texts	a. select and use appropriate productive strategies in a variety of situations; e.g., proofread and edit the final version of a text, apply grammar rules to improve accuracy at the correction stage	a. use appropriate productive strategies effectively in a variety of situations; e.g., use circumlocution and definition to compensate for gaps in vocabulary

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-3 general learning**

	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
<i>Students will be able to:</i>			
<b>S-3.1</b> cognitive	a. use simple cognitive strategies to enhance general learning; e.g., use models	a. use simple cognitive strategies to enhance general learning; e.g., connect what they already know with what they are learning	a. identify and use a variety of cognitive strategies to enhance general learning; e.g., experiment with and concentrate on one thing at a time
<b>S-3.2</b> metacognitive	a. use simple metacognitive strategies to enhance general learning; e.g., reflect on learning tasks with the guidance of the teacher	a. use simple metacognitive strategies to enhance general learning; e.g., decide in advance to attend to the learning task	a. identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task
<b>S-3.3</b> social/affective	a. use simple social and affective strategies to enhance general learning; e.g., seek help from others	a. use simple social and affective strategies to enhance general learning; e.g., participate in cooperative group learning tasks, follow their natural curiosity and intrinsic motivation to learn	a. identify and use a variety of social and affective strategies to enhance general learning; e.g., encourage themselves to try even though they might make mistakes

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-3 general learning**

	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9</b>
	<i>Students will be able to:</i>		
<b>S-3.1</b> cognitive	a. identify and use a variety of cognitive strategies to enhance general learning; e.g., use mental images to remember new information	a. select and use a variety of cognitive strategies to enhance general learning; e.g., formulate key questions to guide research	a. select and use a variety of cognitive strategies to enhance general learning; e.g., formulate key questions to guide research, distinguish between fact and opinion when using a variety of sources of information
<b>S-3.2</b> metacognitive	a. identify and use a variety of metacognitive strategies to enhance general learning; e.g., identify their own needs and interests, divide an overall learning task into a number of subtasks	a. select and use a variety of metacognitive strategies to enhance general learning; e.g., manage the physical environment in which they have to work	a. select and use a variety of metacognitive strategies to enhance general learning; e.g., keep a learning journal, such as a diary or a log
<b>S-3.3</b> social/affective	a. identify and use a variety of social and affective strategies to enhance general learning; e.g., take part in group decision-making process	a. select and use a variety of social and affective strategies to enhance general learning; e.g., use support strategies to help peers persevere at learning tasks	a. select and use a variety of social and affective strategies to enhance general learning; e.g., take part in group problem-solving processes

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-3 general learning****Grade 10****Grade 11****Grade 12**

*Students will be able to:*

<b>S-3.1</b> cognitive	a. select and use appropriate cognitive strategies to enhance general learning in a variety of situations; e.g., use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember	a. select and use appropriate cognitive strategies to enhance general learning in a variety of situations; e.g., make inferences and identify and justify the evidence on which their inferences are based	a. select and use appropriate cognitive strategies to enhance general learning in a variety of situations; e.g., seek information through a network of sources, including libraries, the Internet, individuals and agencies
<b>S-3.2</b> metacognitive	a. select and use appropriate metacognitive strategies to enhance general learning in a variety of situations; e.g., work with others to monitor their own learning	a. select and use appropriate metacognitive strategies to enhance general learning in a variety of situations; e.g., develop criteria for evaluating their own work	a. select and use appropriate metacognitive strategies to enhance general learning in a variety of situations; e.g., reflect upon their thinking processes and how they learn
<b>S-3.3</b> social/affective	a. select and use appropriate social and affective strategies to enhance general learning in a variety of situations; e.g., choose learning activities that enhance understanding and enjoyment	a. select and use appropriate social and affective strategies to enhance general learning in a variety of situations; e.g., use self-talk to make themselves feel competent to do the task	a. select and use appropriate social and affective strategies to enhance general learning in a variety of situations; e.g., monitor their level of anxiety about learning tasks and take measures to lower it if necessary





